



## LESSON 4

# Contact

### LEARNING OUTCOMES

- Students will create their own sacred space to better understand and relate to the impacts of colonization on tribal people.
- Students will use close reading protocol to analyze and discuss text about the Cow Creek Umpqua Tribe's first contact with non-Indians.
- Students will begin to understand tribal sovereignty as a way that tribes govern themselves in modern times to continue to support their ways of living and advocate for themselves politically.

### ESSENTIAL QUESTIONS

- What were some of the results of non-Indian exploration, fur trapping, and gold mining?

### LOGISTICS

- Where does the activity take place?  
*Classroom, with a variety of whole-class and individual work for engagement.*
- How are the students organized?
  - ☑ Whole class    ☑ Teams: 3 – 5
  - ☑ Pairs    ☑ Individually

### TIME REQUIRED

60 – 90 minutes

### Overview

During this lesson, students will work with the teacher to continue filling in the class timeline about the history of the Cow Creek Umpqua Tribe. We have learned from previous lessons that the Tribe has lived in the region now known as Oregon since time immemorial. We have also learned about the Tribe's relationship to its ancestral homeland and tribal members' beliefs that stewardship of the natural world is inseparable from their own physical and spiritual health and survival. While white settlers and mainstream narratives have perpetuated the myth that this land was mostly vacant, poorly used, and destined to be taken by the U.S. government, we have learned that the Cow Creek Umpqua Tribe (and other Oregon Nations) in fact had complex, well-established societies and lifeways long before settlers arrived and that these societies remained largely unchanged for thousands of years.

This lesson will explore the rapid changes that came to American Indian cultures with the arrival of non-Indian explorers and settlers. In this lesson the teacher will empower students to create their own sacred spaces. This concept will allow students to explore complex questions about fairness, loss, colonialism, sovereignty, and the meaning of ownership. Exploration of these issues is essential to understanding how American Indian people



were treated by white settlers and the U.S. government and the cultural, psychological, and spiritual impact this had on them. Students will also use a close reading protocol to analyze informational text about the first contacts between the Cow Creek Umpqua Tribe and non-Indian peoples. This will help students begin to understand how the study of historical documents can inform our understanding of complex issues that persist in our present day.

## Background for teachers

The Cow Creek Umpqua Tribe has a rich cultural history. The Tribe has survived many hardships, ultimately gaining restoration of its tribal status, which has created the conditions for their Nation to continue advocating for tribal sovereignty in relation to the U.S. government. As we have discussed in prior modules of study, it is important to establish the Tribe's history and place so that students understand how harmful the inaccurate narratives have been to the nations of Oregon.

The purpose of this lesson is to create an accurate depiction of the Tribe's first contact with non-Indians while continuing to develop a timeline of the Tribe's history. Students will develop their informational text reading skills through practice with a close reading protocol. In addition, students will discuss questions about the fairness and appropriateness of taking over things/spaces that are important to others. Below are examples of classroom timelines from other subject areas.

## STANDARDS

### Oregon social studies standards<sup>1</sup>

Ethnic Studies – 4.10

Historical Thinking – 4.11, 4.14

Multicultural – 4.7

### Oregon English language arts standards

Informational Text – 4.RI.2; 4.RI.7

Writing – 4.W.2

Speaking & Listening – 4.SL.1; 4.SL.5

## MATERIALS

### What materials are needed for students to engage in this activity?

- Timeline display materials: may include a large roll of butcher paper, bulletin board space, yarn and pins, colored cardstock paper, markers, and other materials.
- First Contact slide deck: in the folder of materials for this lesson, there is a PowerPoint slide deck with images that can be used to construct a classroom timeline.
- Contact Informational Reading: Have one teacher's copy of this informational text for the overhead projector and one copy per student.
- The Sacred Space Activity: Have one teacher's copy of this informational text per student and a copy for the overhead projector.

<sup>1</sup> Oregon is in the process of revising its social studies standards. This document references the draft 2018 standards for grade 4.





*Note: For a complete review of creating a classroom timeline, please review Module 2, Lesson 1: Timeline—Since Time Immemorial to Termination.*

## Resources

**Cow Creek tribal website**

<http://www.cowcreek.com/>

**Oregon exclusion timeline**

<https://www.portlandoregon.gov/bps/article/412697>

**The Oregon Encyclopedia**

[https://oregonencyclopedia.org/theme/environment\\_and\\_natural\\_resources/](https://oregonencyclopedia.org/theme/environment_and_natural_resources/)

## VOCABULARY

Teachers should pre-teach and add the following key vocabulary words to the word wall created during Module 2, Lesson 2: Ancestral Territory.

**Tribal sovereignty** – Tribal governments are separate and unique sovereign nations with powers to protect the health, safety, and welfare of their enrolled members and to govern their lands. This tribal sovereignty predates the existence of the U.S. government and the state of Oregon.

**Sacred land/space** – A defined space that is holy or worthy of awe, respect, and protection.

**Colonization** – The action of settling among and establishing control over Native people and lands.

Oregon Department of Education - Social Science  
[www.ode.state.or.us/go/SocialSciences](http://www.ode.state.or.us/go/SocialSciences)

Since Time Immemorial: Tribal Sovereignty in Washington State  
(Educational Resources)

<http://www.k12.wa.us/IndianEd/TribalSovereignty/default.aspx>

## Considerations for teachers

### Assessment: How will you know if students are learning?

- Students will engage in a substantial amount of discussion with partners and groups to share their initial and developing ideas related to important aspects of culture, identity, and sovereignty. The teacher should actively monitor student discussion for correct understanding and should clarify in multiple ways when there are misconceptions or bias.
- Students will produce an exit ticket that allows them to demonstrate their understanding of the lesson.

### Practices (group roles, classroom routines). This depends on the activity. For instance, how do you rotate roles? Assign computers? Get supplies?

- The teacher and students will continue to collaboratively build a timeline of the history of the Cow Creek Band of Umpqua Indians.
- The teacher must have a grasp of basic world and U.S. history as well as tribal history before starting the lesson.
- The teacher and students will continue to collaboratively build a word wall to visually display key concepts for this lesson
- The teacher must be prepared to guide students in an informational text close reading strategy.

## Learning targets

- I can discuss the importance of tribal sovereignty to the Cow Creek Umpqua Tribe's way of living.
- I can describe the importance of sacred space and the impact of colonization on tribal people.
- I can use close reading strategies to analyze text about the Cow Creek Umpqua Tribe's first contact with non-Indians.

## Options/extensions

- Have students research the U.S. doctrine of manifest destiny and discover tribal members' perspectives on the issue. Encourage students to find primary sources that:
  - Show that the U.S. Constitution and its founders established the sovereign status of American Indian tribes.
  - Illustrate that some U.S. political and cultural leaders were concerned about the ethics of manifest destiny from its inception.

## Reflection/closure

- Review the learning targets.
- Discuss with students what they believe they have learned.
- Have students think-pair-share about additional questions they might have based on what they have learned. Encourage them to think about how they could explore those questions as part of their culminating project. Prompt for two or more ideas from each pair of students and then let a few students share their ideas with the whole class.

## Appendix

The following files are associated with this lesson.

- 01.M2\_L4\_First Contact.pptx
- 02.M2\_L4\_Contact Informational Reading
- 03.M2\_L4\_Sacred Space Activity

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## Activity 1

# Sacred Space<sup>2</sup>

Time: 60 minutes

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### Step 1:

Post the learning targets in a highly visible place. Briefly review them with students and clarify their meaning and intent, as necessary.

### Say:

*Today we're going to explore what happened when the Cow Creek Umpqua Tribe came into contact with non-Indian people for the first time. That interaction, which happened more than 200 years ago, continues to have consequences in the present day. To study this, we're going to need to learn some new vocabulary words, such as "tribal sovereignty" and "colonialism." But first, we need to have a better understanding of the Tribe's perspective on this first contact. That's not a perspective that many of us have thought about before, and it's an important thing to do.*

*One thing we need to understand better is the Tribe's relationship to its ancestral territory. We've explored that in a previous lesson, but there's something we didn't really discuss and that's the idea of a sacred space. For the Cow Creek Umpqua Tribe, their ancestral territory was—and is—considered sacred. That means the land is worthy of reverence and respect and that the single greatest responsibility of the Tribe is to care for and preserve their homeland. This is a responsibility they have fulfilled for many generations. Let's look at this concept of sacred space.*

### Step 2:

Pass out one copy of the Sacred Space Assignment to each student and review the directions.

<sup>2</sup> This activity was adapted from "Since Time Immemorial: Tribal Sovereignty in Washington State" by the Office of Superintendent of Public Instruction in partnership with the Federally Recognized Tribes in Washington State and is licensed under a Creative Commons Attribution 4.0 International License.

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## Activity 1 *(Continued)*

### Step 3:

Provide students about 10 minutes to work independently on their list. Next, ask students to turn to a partner and share one of the places that is special to them. Allow students to pair-share for one or two minutes.

### Step 4:

Next, distribute blank white paper (8x10 or 11x17), color pencils/markers, scissors, and glue/tape. Each student should get one piece of blank white paper. Student can share other supplies in pairs or groups.

### Step 5:

Encourage students to create a detailed drawing of their sacred place. Remind students about their map skills (e.g., a legend, borders, labels, a title, directions, and scale). Refer students to their ancestral territory activity to review these map skills. Give students 30 minutes.

**IMPORTANT: While students are working, identify one or two students who would be willing to help you “trick” the class. They will allow you to PRETEND to rip apart their completed maps. Create a signal with these students (e.g., thumbs up) that will indicate you want them to share their map.**

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## Activity 1 *(Continued)*

### Step 6:

When most students have completed their sacred space map, ask for volunteers to share their maps and why their sacred space is special. Circulate around the room and provide positive feedback.

### Step 7:

After about 5 to 10 minutes, give your “signal” and have the pre-selected students share their “pretend” maps (which should be created in advance) with the class. Hold up the map(s) for the whole class to view.

**ALTERNATE APPROACH: Teachers can also decide to “trick” the entire class by taking a completed map from one student without consent. The approach will depend on each individual classroom environment.**

### Say:

*“Oh, I really love this part of your sacred space, don’t you class? In fact, I would really like to have it. Can I?”*

The student should look upset or surprised and indicate ‘No.’ You should persist.

### Say:

*“Oh come on. I really want it because I know what to change to make it better.”*

PRETEND to tear the map (use a blank piece of paper for sound effect). The student should gasp in surprise and look hurt. Allow the whole class to process. They will almost certainly look or act shocked.

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## Activity 1 *(Continued)*

**Say:**

*“What’s the big deal? I only took part of the map. And I really wanted it!”*

Continue to let the class respond.

**Step 8:**

Let the class in on the trick.

**Say:**

*How do you think the Cow Creek Umpqua Tribe might have felt when non-tribal people began settling on their ancestral territory?*

Ask for volunteers to share out and have a class discussion.

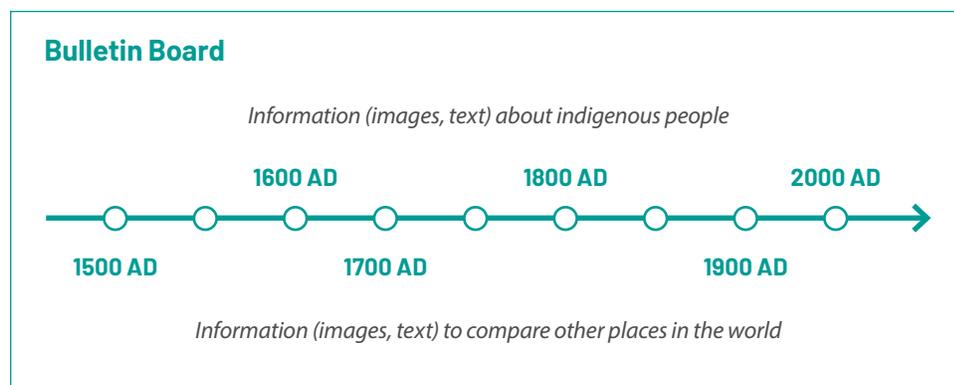
## Activity 2

### Timeline – first contact

Time: 30 minutes

#### Setup

In advance, create additional space on (or near) the existing class timeline showing the Cow Creek Umpqua Tribe’s history in Oregon “since time immemorial.” For this lesson students will be learning about key events in a much shorter timeframe. The teacher will need to divide the timeline into years by the hundreds between 1000 A.D. and 2000 A.D.. Here is an example:



Consider using the space above the timeline for the stories and history of the Tribe and providing a parallel space below the timeline to represent events that were taking place in other parts of the world. Choose events or historical milestones that students will recognize. In the PowerPoint presentation in the folder (pictures for first contact), there are images that can be used to depict key historical events of the Cow Creek Umpqua Tribe (and other Oregon tribes) as well as images from other world events (e.g., the United States becomes a nation).

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## Activity 2 (Continued)

### Begin lesson

Briefly review the learning targets with students and clarify their meaning and intent, as necessary. Refer students to the classroom timeline and review a few key events from the time immemorial.

### Say:

*As you know, the Cow Creek Umpqua Tribe has lived on its ancestral territory since time immemorial. Our classroom timeline currently shows this time along with some events in Western history. Today, we're going to continue to develop the classroom timeline by moving closer to our current day. We're going to focus on the 1800s. This is when the Cow Creek Tribe first had contact with non-Indian people. That contact would bring huge changes for the Tribe, many of which continue to this day.*

*Let's begin by brainstorming about any major events you might know about from the history of the Western world during the last 500 years. Think about famous people, inventions, and events.*

**Note: The following is a SUGGESTED LIST of historical events/figures. Teachers should align this brainstorming activity with the historical events that have been taught in social studies at their site/school.**

### Step 1:

Ask students to turn to a partner and brainstorm a list of two or three events in Western history. Students will likely identify people, things, or events such as the following:

- Mayflower sets sail (1620)
- American Declaration of Independence (1776)
- Lewis and Clark Expedition (1804–1806)
- Amelia Earhart (1897–1939)
- Martin Luther King (1929–1968)

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## Activity 2 *(Continued)*

Some of these people, things, or events have images prepared in the First Contact slide deck. Have those printed out, ready to post during the conversation.

**Note: An alternative to a classroom brainstorm is to simply select and post a few events in Western history from the 1600s–1900s then review them with the class. The main purpose is to provide students with some context and reference for this era in history.**

### Step 2:

When students are done discussing, ask each pair to share out their ideas. As they share, post the appropriate images from the Pictures for First Contact slide deck on the timeline where they belong. For events that are not represented in the slide deck, create index cards and post them on the timeline to give voice to student thinking.

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### Activity 3

## Close reading with informational text

Time: 60 minutes

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#### Say:

*Let's return to our new vocabulary term—tribal sovereignty. Tribal sovereignty means more than having the ability to govern your own people. Tribal sovereignty is about the ability of American Indian people to self-govern and to protect their way of life, traditions, spiritual practices, sacred places, and natural resources. Euro-American settlers believed in the right of discovery: When they found land that did not appear to be occupied (in the traditional Euro-American sense) by other white people, it was considered a "discovery" that could be claimed or taken over. Few white people recognized the ownership rights of the many hundreds of tribal nations who had been inhabiting the land since time immemorial. In fact, this concept of "ownership" was so foreign to many tribes that for many years they found it difficult to defend their rights. Instead, non-Indian people created a harmful and mistaken belief that this land was unsettled and undeveloped and that it was their right to claim it as their own and to develop it however they saw fit, regardless of the cost to the environment or to its original inhabitants.*

#### Step 1:

Distribute the one-page informational text, History of the Cow Creek Umpqua Tribe: First Contact and the Close Reading Graphic Organizer. One copy for each student.

#### Say:

*In this next activity, we will read a one-page informational article that describes the first contact between the Cow Creek Umpqua Tribe and non-Indians. This article was created by the Tribe to educate others about its history. This is important to understand because it is often the case that information about the history of colonization is written from a non-Indian point of view.*

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### Activity 3 (Continued)

*We will do a close reading of this article by identifying new or important words, creating a visual representation of the big idea, and answering text-dependent questions. In addition, we're going to add important events to our classroom timeline.*

#### **Step 2:**

Project a copy of the text.

#### **Step 3:**

*Read the text aloud.* Students should follow along with the reading. Ask students to write down new or important words in the space provided on the Close Reading Graphic Organizer. After the read-aloud, ask students to share these words and decide which to define and post to the word wall immediately and which you want students to uncover through further reading.

#### **Step 4:**

*Read independently.* Ask students to read the text silently and to underline words or phrases that stand out because they are interesting, confusing, and/or troubling.

Consider providing additional structure by asking students to write an "I" for "Interesting" and a "C" for "Confusing."

Allow 5 to 10 minutes for volunteers to share some of these words or phrases with the whole class.

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### Activity 3 (Continued)

#### Step 5:

*Text dependent questions.* Ask student to work with a partner to answer the text-dependent questions on their Close Reading Graphic Organizer.

#### Step 6:

*Visual creation.* Have students create a visual image on the Close Reading Graphic Organizer that captures a big idea/takeaway from the text.

#### Step 7:

*Timeline and class discussion.* Facilitate a class discussion using visuals from the First Contact Slide Deck. As you review key events from the reading, post visuals of these events to the class timeline.

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## Activity 4

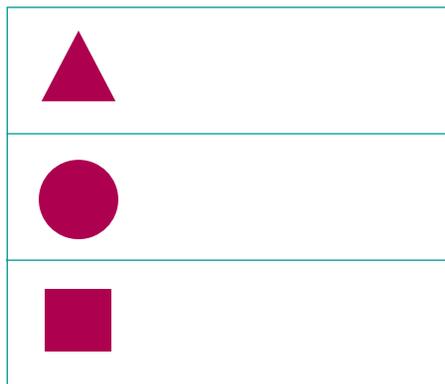
### Wrap up the lesson.

*Time: 10 minutes*

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#### Step 1:

Have students take out a piece of paper and divide it equally into thirds (like folding a letter). Next, have them draw a triangle in the top third, a circle in the middle, and a square in the bottom third (see illustration below).



#### Step 2:

Their exit ticket for today's lesson is to respond to each third:

- Triangle – What are three things you thought were interesting about our timeline lesson?
- Circle – What's one thing rolling around in your head about the tribe's first contact with non-Indians?
- Square – What is something that squares with your thinking? In other words, what is something you already knew or that you really liked about this lesson?

Adapt the questions as appropriate, but have students respond with a brief reflection and then collect their papers to guide how you approach future lessons on the Tribe's history.